

Nontraditional CTE Programs

DON'T LET GENDER GET IN THE WAY OF A
GREAT CAREER!

Our mission:

Nontraditional CTE programs help students recognize all career opportunities, unrestricted by social or cultural expectations. We strive to improve the achievement of students and special populations in secondary programs that lead to high-skill, high-wage, and high-demand careers.

A nontraditional career is any occupation in which women or men comprise 25 percent or less of its total employment.

NONTRADITIONAL PROGRAM GOALS

- Invite students to become aware of the vast array of nontraditional career opportunities through career fairs, internships, speakers, clinical work experiences, field studies, and job shadows related to nontraditional career opportunities offered in the school by WBL Coordinators.
- Develop opportunities and resources for students to learn about themselves and what abilities and aptitudes they have for career opportunities.
- Involve individuals who work in nontraditional careers to participate in school presentations, so they are visible in the school to encourage students' interest in nontraditional careers.
- Show students the financial opportunities in nontraditional careers.
- Help students understand the importance of achieving job satisfaction in a career for which they have interest and ability, rather than accepting just any career.

PROGRAM DELIVERY COMPONENTS

Nontraditional experiences are integrated in all levels of education. Career awareness, exploration, orientation, and preparation activities are coordinated with school-based learning activities.

- **Awareness:** In grades K-6, students are introduced to careers through career days (such as tool days, construction days, and vehicle days), workplace visits, job shadowing, and guest speakers.
- **Exploration:** In grade 7, students explore career options in the CTE Introduction class. In grade 8, students also explore career options through career fairs, field studies, job shadowing, and guest speakers.
- **Orientation:** In grades 9-10, students become oriented with a specific career(s) through career fairs, job shadowing, and guest speakers.
- **Preparation:** In grades 11-12, students may prepare for a career through internships, apprenticeships, clinical work experiences, and cooperative work experiences. The Work-Based Learning course is available to students to further these experiences.



CTE PATHWAYS

The High School to College and Career Pathways initiative helps match education and workplace needs. Through partnerships among post-secondary institutions, school districts, business, and industry, Pathways identify and group courses within CTE areas of study that offer students depth of knowledge and skill, linked with specific post-secondary programs culminating in degrees or certificates.

NONTRADITIONAL PROGRAMS BENEFITS STUDENTS WITH:

- Greater job satisfaction.
- Higher wages and better benefits.
- Greater advancement opportunities.
- Economic self-sufficiency.
- Broader job opportunities.
- Information about all aspects of careers, enhancing the ability of students to make good career decisions based on the factors most important to them.

NONTRADITIONAL PROGRAM ACTIVITIES

- Apprenticeships
- Career fairs
- Clinical Work Experience
- CTE Introduction course – grade 7
- Field studies
- Guest speakers
- Internships
- Job shadows
- Service learning
- Work-Based Learning

NONTRADITIONAL CTE PROGRAMS ARE INCLUDED WITHIN THE FOLLOWING AREAS OF STUDY:

- Agriculture
- Business
- Family and Consumer Sciences
- Health Science and Technology
- Information Technology
- Marketing
- Skilled and Technical Sciences
- Technology and Engineering

PROGRAM RESULTS/FUNDING

Federal Perkins IV funding requires states to address the needs of special populations, non-discrimination, and nontraditional preparation as a part of the State Plan.

Our vision is to help students become aware of all nontraditional career opportunities while encouraging them to recognize their personal skills and abilities. With this recognition, students may look “outside the box” and consider the full range of career options available to them, unconstrained by traditional gender role stereotyping. Applying the skills and recognizing abilities and interests gained in the secondary school programs, students may achieve a high level of job satisfaction as they pursue post-secondary education and job opportunities.

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